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1914

COURSE OF STUDY

FOR THE
ELEMENTARY SCHOOLS
OF THE
TERRITORY OF HAWAII



DEPARTMENT OF PUBLIC
INSTRUCTION

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HONOLULU, T. H.
HAWAIIAN GAZETTE CO., LTD.
1914

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The committee appointed by the Superintendent, as authorized by the Commissioners of Public Instruction on May 28, 1914, to make a revision of the Course of Study, presents the following, which has been approved by the Commissioners.

HENRY W. KINNEY,
Superintendent Public Instruction.

GEORGE S. RAYMOND,
Inspector General of Schools.

BERTHA BEN TAYLOR,
Supervising Principal.

WILBUR S. BEEMAN,
Principal, Maui High School.

CYRIL O. SMITH,
Principal, Kapaa School.
Committee.



TIME PER DAY ALLOWED PRINCIPALS FOR
SUPERVISION AND PLANNING OF SCHOOL
WORK DURING REGULAR SCHOOL
HOURS: 9:00 A. M. TO 2:00
O'CLOCK P. M.

1 to 6 assistants.....	No time for supervision.
7 " 11 "	45 minutes per day.
12 " 15 "	60 " " "
16 "	120 " " "
17 "	165 " " "
18 "	210 " " "
19 "	210 " " "
20 or over.....	All day.

Principals must do actual schoolroom teaching during the time not allotted to supervision and make a daily program and a daily lesson plan.

PUPILS' TEXT BOOKS ACCORDING TO THE COURSE
OF STUDY.

The only books authorized to be purchased by the pupils.

GRADE I.

Golden Treasury Primer.....	\$.35
or	
Golden Treasury First Reader.....	.35

GRADE II.

Golden Treasury Second Reader.....	.45
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GRADE III.

Golden Treasury Third Reader.....	.50
New Elementary Arithmetic.....	.35

6161

GRADE IV.

Golden Treasury Fourth Reader.....	.60
Speaking and Writing, Book I.....	.20
Natural Introductory Geography.....	.60

GRADE V.

Baldwin's Hawaiian Geography.....	.60
Wentworth & Smith's Complete Arithmetic.....	.60
Speaking & Writing, Book II.....	.25

GRADE VI.

Perry & Price's History, Book I.....	.60
Speaking & Writing, Book II.....	.25
Natural School Geography.....	1.25
Hiawatha10

GRADE VII.

Perry & Price's History, Book II.....	.60
Kimball's English Grammar.....	.50
Building of the Ship.....	.10

GRADE VIII.

European Beginnings of American History.....	1.00
The Great Stone Face.....	.10
Vision of Sir Launfal.....	.10

MAXIMUM ALLOTMENT OF TIME IN THE SEVERAL SUBJECTS.
In Minutes per Week.

[illegible]

HYGIENE AND SANITATION.

Inspection. A great deal of time may be saved each morning, by having a warning bell rung sometime before the opening of school. At the sound of this bell, the teacher on yard duty should see that all games are stopped, hands, faces and feet washed, and hair tidied. Then, when the children enter the class room, make the inspection of real value, being particularly watchful for trachoma, rashes, and cuts; and bandages, rolled by the pupils, should be kept on hand to give temporary relief to the injured, remembering that no cut is too trifling to demand proper attention, and no injury however small but will be helped by the assistance of the teacher on duty.

First Aid.

1. Putting out burning clothing.
 - a. Necessity of not running.
 - b. Rolling up in blanket, or
 - c. Rolling over and over on ground.
2. Fire.
 - a. Easily put out when first started.
 - b. Use of water or sand.
 - c. Sending in an alarm.
 - d. If in danger of suffocation in a burning building, keep close to the floor where air is more or less free from smoke.
3. Resuscitation of the apparently drowned.
 - a. Send at once for a doctor.
 - b. Get rid of water within the body.
 - c. Restoring breathing.
 - d. Length of time breathing exercises are to be kept up.
4. Apparent death from illuminating gas or charcoal.
 - a. Send at once for a doctor.
 - b. Get patient in open air.
 - c. Restoring breathing.
5. Fainting.
 - a. Send at once for a doctor.
 - b. Place patient on back with head low.
 - c. Try and promote circulation.
 - d. Use of ammonia.
 - e. Use of stimulants when consciousness returns.
6. Fractures.
 - a. Simple or compound.
 - b. Send for a doctor.

- c. If doctor can come, do nothing.
 - d. If doctor cannot come, straighten limb, pad it well and tie limb up to a suitable splint.
- 7. Bruises.
 - a. Apply very hot or very cold water.
- 8. Sprains.
 - a. Elevate joint.
 - b. Apply very hot or very cold water.
 - c. Prevent all motion of sprained joint.
- 9. Dislocations.
 - a. Do not try replacing joint.
 - b. Cover joint with cloths wrung out in very hot or very cold water.
 - c. Get patient to a doctor at once.
- 10. Wounds or injuries where skin is broken (without severe bleeding).
 - a. Do not handle or do anything else, but
 - b. Bind up with sterilized dressing.
 - c. Do not handle dressing where it is to touch wound.
 - d. If there are no regular sterilized dressings, make some by boiling strips of the regular white sewing cloth in water for fifteen minutes, and keep these rolls in a perfectly clean, tight container, such as a mason jar.
- 11. Wounds with severe bleeding.
 - a. First determine whether bleeding is from an artery (in spurts or jets) or from a vein (steady flowing).
 - b. If bleeding is from an artery, keep pressure on heart side of wound while another prepares a tourniquet of a handkerchief loosely tied around the limb, within which is placed a cork or stone, resting just above where the finger is applying pressure to control the bleeding. Put a stick under the handkerchief on the opposite side from the cork or stone, and twist stick around until pressure of cork or stone does the work finger was doing.
Do not keep on tourniquet any longer than is absolutely necessary.
 - c. From veins, bleeding may generally be controlled by applying pressure over the wound.

12. Nosebleeding.
 - a. Unless severe, this is not serious.
 - b. Apply cold to the back of the neck.
 - c. Plug nostrils with gauze, if necessary.
 - d. Roll of wet paper placed under upper lip.
13. Poisoning.
 - a. Send for a doctor without delay.
 - b. Give an emetic at once (mustard and water, salt and water, or luke-warm water in large quantities) and use emetic until the patient vomits freely.
14. Burns and scalds.
 - a. If in the least bit serious, send at once for a doctor.
 - b. Dress wound to exclude air, using baking soda, starch or flour, vaseline or olive oil.
 - c. Do not remove any clothing adhering to the wound, but cut around it, and wait for doctor to remove it.
15. Foreign Body in Eye.
 - a. Do not rub the eye.
 - b. Close eye so that tears will accumulate and perhaps wash out offending matter.
 - c. Examine under the lower lid by drawing it down, while the patient looks up to the ceiling, and if found, remove particle with corner of clean handkerchief.
 - d. If not located, draw upper lid over a small penholder and remove body with corner of handkerchief.
 - e. Do not rub the eye after foreign body has been removed.
16. Earache.
 - a. Apply hot applications to the side of the head.
 - b. Heat a few drops of sweet oil, place it in the ear, and plug with cotton.
 - c. Insist on the child seeing a doctor, as this is very likely not a minor ailment.
17. Toothache.
 - a. Dry cavity in tooth, if there is one.
 - b. Apply Dent's toothache gum or a few drops of oil of cloves or Pond's Extract to the cavity.
 - c. Insist on the child seeing a dentist.

18. Stomachache.

- a. Apply heat and massage.
- b. Peppermint or ginger in hot water is a remedy.
- c. Undigested matter should be gotten rid of by emetic or cathartic.

SPELLING.

Spelling should begin in the first year, as soon as the pupils have learned their letters, and should be continued through the grades. Oral spelling should be given more prominence in the grades below the fourth, and written spelling more prominence in the succeeding grades. Frequent oral and written drills should be given on the following words:

which	can't	guess	they	their
there	separate	don't	meant	business
many	friend	some	been	since
used	always	where	women	done
hear	here	write	writing	heard
does	once	would	sure	loose
lose	Wednesday	country	February	know
could	seems	Tuesday	wear	answer
two	too	ready	forty	hour
trouble	among	busy	built	color
making	dear	straight	says	having
just	doctor	whether	believe	knew
laid	tear	choose	tired	grammar
minute	any	much	beginning	blue
though	coming	early	instead	easy
through	every	break	half	buy
again	very	none	week	often
whole	won't	cough	piece	raise
ache	read	said	hoarse	shoes
to-night	wrote	enough	truly	sugar

Grades III to VIII. The work of Grades III. to VIII. is taken from the Champion Speller used as a desk book. This book is to be in the hands of the teacher only, each pupil being required to make his speller by sewing together sheets of paper, adding thereto each day the words of the new lesson. It is suggested that the words missed by each pupil each day be written correctly in the back of this home-made dictionary, so that the child has a complete list of his misspelled words, which may be

taken to the teacher's desk and recited. The minimum requirements in grades III. to VIII. are the words in larger print in the Champion Speller as follows:

Grade III.	Champion Speller (A. B. C.)	Section 1.
" IV.	" "	" 2.
" V.	" "	" 3.
" VI.	" "	" 4.
" VII.	" "	" 5.
" VIII.	" "	" 6.

PHYSICAL TRAINING.

The three objects in physical training are:

- a. Correction of physical faults and deformities.
- b. Recreation of mind and body.
- c. Development of physique.

Have all games and exercises out of doors if possible. Air the room at recesses, and try not to have dust around as it is one of the worst things for the lungs.

Let the children laugh and have a general good time during their games.

Have a copy of Bancroft's "Games for the Playground, School and Gymnasium" in your school library.

Consult freely "Outlines of Physical Training" by Miss Nina Adams.

GRADE I.

Singing games and song plays.

Skipping and running.

Marching.

Good standing and sitting positions.

GRADE II.

Facings.

Games of imitation.

Chasing and catching.

Jumping and running.

Exercises for chest and back development.

GRADE III.

Corrective exercises. Good standing and sitting positions.

Try to develop the spirit of fair play in the games. Running, high jump. Running and standing games. (See Bancroft's Book.) Military marching with wands, which may be made from the handles of old brooms.

GRADE IV.

Military marching continued.

Wand drill continued.

During recesses have athletic meets on a small scale.

GRADE V.

Indian clubs.

Setting up drill, and manual of arms with wands.

Freehand exercises.

Inter-class tournaments.

GRADE VI.

Corrective and developing exercises.

Running—good form, speed, distance.

Baseball, football and basketball.

Continue use of Indian clubs and wands.

GRADE VII.

Good carriage of body.

Tennis and volley ball.

Military drill and marching.

Baseball, football and basketball.

GRADE VIII.

Military drill and marching.

Swedish exercises.

Pole vaulting and horizontal bar work.

Baseball, football and basketball.

WRITING.

Under the new time-allotment, a period has been given for the systematic teaching of writing and it is expected that teachers will give special attention to the teaching of this subject.

Writing is begun in the second half-year, when a few minutes each week are used in calling specific attention to correctness of

form with some practice work. The whole arm movement is used from the beginning. All written work in this and the following grade is directed, as it is very important that correct habits and ideas of form should be developed from the beginning.

File the children's writing slips in such a way that a series showing the progress of any particular student can be easily found when called for.

"Modern Business Penmanship" (price 30 cents), American Book Company, will be found a valuable aid in the hands of the teachers.

Pay strict attention to the correct hand position.

In the upper grades, work for movement and speed, and many exercises for acquiring both will be found in the book mentioned above.

Use: "Falcon D" pen.

GRADE I.

HYGIENE AND SANITATION.

Matters of Personal Cleanliness.

I. Hands.

1. The poisonous nature of dirt.
2. Fingers in mouth, eyes, ears, etc.
3. How to trim the nails.
4. Biting the nails.
5. Warts.
6. Dirt between the fingers.
7. Sores and cuts.
8. Soap and warm water.
9. Wrists—cleanliness.
10. Bones in fingers—joints.
11. Uses of hand.

II. Face.

1. Washing of neck and behind ears.
2. Washing of ears.
3. Mouth and nose.
4. Dirt in eyes.

III. Hair.

1. Washing with soap.
2. Combing and brushing.
3. Lice and scabs.
4. Oiliness of hair.

IV. Feet.

1. Cleanliness.
2. Cuts and bruises.

V. Teeth.

1. Number and kinds.
2. Purpose.
3. Cleanliness.
4. The tooth brush and its uses.

VI. Skin.

1. Pores and perspiration.

VII. Clothing.

1. Cleanness.
2. Neatness.
3. Handkerchief.

VIII. Food.

1. Healthful.
2. Unhealthful.
3. Drinks.
4. Daily lunches.

GRADE I.**HOME GEOGRAPHY.**

Weather chart; direction of wind, sunrise, sunset, clouds, day of week, month, year. Teach directions, positions and position words. Teach the industries and occupations of your neighborhood.

Outline by Terms.**FIRST TERM.**

Weather chart, directions, sunset and sunrise. Heat, wind and rain. Clouds, day of week; month and year.

SECOND TERM.

Teach neighborhood industries and occupations. Domestic fowls. Home transportation.

THIRD TERM.

City, town or village. Fishing, seashore. The fly and the mosquito in relation to health.

NUMBER WORK.

FIRST TERM.

Incidental Number. Teach inch, foot, day, week, month, year, in connection with calendar work. Measuring—calendar charts and manual work.

Develop Numbers 1 to 10 (with cubes, splints and other objects), Addition, Subtraction, Multiplication, Division. Emphasize addition and subtraction. Develop the four operations at a time,—that is, in closely succeeding lessons. Require pupils to express on one or more, emphasizing addition and subtraction.

Drill Work. Counting—by ones, fives, tens to twenties. Drill on figures, recognizing and writing, 1 to 10. Drill on the four operations.

Type Forms and Methods.

Addition $2 + 1$ —How many have I? (showing 2 cubes or sticks). You have two. And how many have I in this hand? (showing one). You have one. How many have I (showing 2 in one hand and one in the other). You have two and one. Two and one make how many? (bringing the two hands together). Two and one make three. Now see me write that story. Teacher writes—2 and 1 make 3. Then she shows that plus ($+$) is a quicker way of writing “and,” and equals ($=$) a quicker way of writing “make.” She writes under the other $2 + 1 = 3$.

Subtraction: $3 - 1$. How many have I? (showing 3). You have 3. What have I done (taking one away). You have taken one away. How many are left? There are two left. Now tell me the whole story. You have taken one away from three and there are two left. Now tell me that in the shorter way (teacher performs the operation with the sticks or cubes). Three less one leaves two. Now see me write that. Teacher writes—3 less 1 leaves 2. Then explain that minus ($-$) is a short way or writing “less” and equals ($=$) is a short way of writing “leaves,” and writes under the other story, $3 - 1 = 2$.

Multiplication: 2×2 . How many twos do you see? (showing one two). I see one two. How many twos do you see? (showing two twos). I see two twos. Now watch what I do: (taking one two). What have I done? You have taken two one time, or once. Now I will take two again (taking the other two). How many times have I taken two? You have taken two, two times.

or twice. Two taken two times makes how many? Two taken two times makes four. Now see me write that story. Teacher writes, 2 taken 2 times makes 4. Then explains that the multiplication sign (\times) means that the number before it is taken a certain number of times (the number after tells how many times), and that equals ($=$) is a short way of writing "makes." Then writes under the other story, $2 \times 2 = 4$.

Division: $4 \div 2$. How many have I here? (Teacher holds up 4 splints together.) You have four. How many ones are there in four? There are four ones in four. All show me four splints on your desk (each child takes four splints and lays them on the desk together). Now see how many twos you can find in that four. How many are there? There are two twos. Now tell me the whole story. In four there are two twos. Now watch me write that story on the board. Teacher writes: In four there are two twos. Have several read. Now I know another way to write that, teacher writes under: In four there are two twos. I know yet another way to write that story. Teacher writes the following: $4 \div 2 = 2$. (The stories on the board will then look like this: (1) In 4 there are 2 twos; (2) 4 has 2 in it 2 times; (3) $4 \div 2 = 2$.)

$5 \div 2 = 2$ and 1 over. Teacher holds up five splints and says: How many have I? You have 5. How many ones are there in 5? In 5 there are 5 ones. Pupils will lay on desks 5 splints. Teacher asks all to see how many twos they can find in 5. All will place their splints on desk like this:—11, 11, 1. How many twos did you find? Yes, 2 twos. Are there any over? Yes, one. Tell all the story. In 5 there are 2 twos and 1 over. Now watch me write that. Teacher writes: In 5 there are 2 twos and 1 over. Now, I know another way to write that; 5 has 2 in it 2 times and 1 over. There is yet another way— $5 \div 2 = 2$ and 1 over. There is a short way to write this "1 over." Teacher writes again under the other sentences, $5 \div 2 = 1 \text{—} 1$ (make the one that is over very small). When you see a little straight mark with a small figure it always means that the little number is left over. In 5 there are 2 twos and 1 over; 5 has 2 in it 2 times and 1 over; $5 \div 2 = 2 \text{—} 1$. Then have several read the sentences.

Note:—Objects in hands of pupils in developing all operations.

September.

Incidental Number. Teach day, week, month, year, in connection with calendar work.

Develop to 4 (with cubes or splints) Addition, Subtraction, Multiplication, Division.

Drill Work. Drill on Figures—counting 1 to 10.

October.

Incidental Number. Teach day, week, month, year, in connection with calendar work. Measuring—calendar, etc.

Develop to 7 (with cubes or splints) Addition, Subtraction, Multiplication, Division.

Drill Work. Counting by ones and twos to 10. Drill on four operations. Drill on figures—recognizing and writing, 1 to 10.

November.

Incidental Number. Teach inch, foot, day, week, month, year in connection with calendar work. Measuring—calendar, etc.

Develop to 10 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Exercises similar to those used in previous months.

Require more expression work from pupils.

Drill Work. Counting by ones, fives, tens, to 10. Drill on figures—recognizing and writing, 1 to 10. Drill on four operations.

SECOND TERM.

Incidental Number. Teach day, week, month, year, in connection with calendar work. Measuring.

Develop Numbers 1 to 15 (with cubes, splints or other objects) Addition, Subtraction, Multiplication, Division. Emphasize Addition and Subtraction. Develop the four operations at a time—that is, in closely succeeding lessons. Require pupils to express on one or more.

Drill Work. Review inch, foot. Counting by ones, fives, tens to 30. Drill on figures—recognizing and writing, 1 to 20. Drill on four operations.

January.

Incidental Number. Teach day, week, month, year, in connection with calendar work. Measuring.

Develop to 12 (with cubes or splints) Addition, Subtraction, Multiplication, Division.

Drill Work. Review inch, foot. Counting by ones, fives, to 15. Drill on figures—recognizing and writing, 1 to 15.

Drill on the four operations.

February.

Incidental Number. Teach day, week, month, year in connection with calendar work.

Develop to 14 (with cubes or splints) Addition, Subtraction, Multiplication, Division.

Drill Work. Review inch, foot. Counting by ones, fives, tens, to 20. Drill on figures—recognizing and writing, 1 to 20. Drill on the four operations.

March.

Incidental Number. Teach day, week, month, year, in connection with calendar work.

Develop to 15 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Exercises similar to those used in previous months. Require more expression work from pupils.

Drill Work. Counting by ones, fives, tens, to 20. Drill on figures—recognizing and writing, 1 to 20. Drill on the four operations. Emphasize subtraction this term.

THIRD TERM.

Incidental Number. Teach inch, foot, cent, dime. Teach liquid measure—pint, quart, gallon. Teach day, week, month, year, in connection with calendar.

Develop numbers 1 to 20 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Emphasize addition and subtraction. Develop the four operations at a time—that is, in closely succeeding lessons. Require pupils to express on one or more. Drill.

Drill Work. Counting by ones, twos, fives, tens, to 20. Drill on figures—recognizing and writing, 1 to 20. Drill on the four operations. Review inch, foot, day, week, month, year, pint, quart, gallon.

April.

Incidental Number. Teach day, week, month, year, in connection with calendar. Teach liquid measure—pint, quart, gallon.

Develop to 17 (with cubes or splints) Addition, Subtraction, Multiplication, Division.

Drill Work. Counting by ones, twos, fives, tens, to 20. Drill on figures—recognizing and writing, 1 to 20. Drill on the four operations.

May.

Incidental Number. Teach inch, foot, cent, dime, etc., in con-

nection with problems. Teach day, week, month, year, in connection with calendar.

Develop to 19 (with cubes or splints) Addition, Subtraction, Multiplication, Division.

Drill Work. Same as for April.

June.

Incidental Number. Teach inch, foot, cent, dime, pint, quart, gallon, etc., in connection with problems. Teach day, week, month, year, in connection with calendar.

Develop to 20 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Problems.

Drill Work. Counting by ones, twos, fives, tens, to 20. Drill on figures—recognizing and writing, 1 to 20. Drill on the four operations. Review inch, foot, week, month, year, pint, quart, gallon.

Emphasize Addition and Subtraction. Encourage the teaching of Number in Grade 1 by means of Games, etc.

LANGUAGE.

Basal Reader.

Golden Treasury Primer or Golden Treasury First Reader. (See Teacher's Plan Book).

Book to be used to be determined by Supervising Principal of the district or the Inspector General.

PRELIMINARY LANGUAGE WORK.

1. Stories from good literature presented orally and reproduced by the children, e. g. Five Little Mice, The House that Jack Built.

2. Observations of plants, animals, and insects. Work in the garden and excursions to cane fields, rice fields, etc.

All these form a basis for oral and written expression. In story and nature work, first the child gets the thought, then expresses it through some form of hand-work, then orally, after which he reads his expression as written on the board.

FORMAL LANGUAGE WORK.

1. Exercises in the use of *a* and *an* with nouns—an apple, an orange, a man, a tree.

2. Use of common verbs to agree with singular and plural nouns as subjects, is and was; are and were. The children are here, the child is here. The man was here, the men were here.

3. Correct use of *there is* and *there are* in sentences. There are many books on the table. There is a flower on the desk.

4. Use of correct forms of personal pronouns as subjects and objects in sentences, e. g., Mary and I are playing. Tell John and me the story.

5. Correct and avoid the use of "been tell," "been eat," etc. All the type mistakes.

6. Use of the period in writing sentences and abbreviations; also the use of question mark, the possessive form, and capitals.

7. Writing and spelling.

a. Daily drill on the letters of the alphabet.

b. Copying of words and sentences from the board.

c. Teach each child to write his name.

d. Copying of printed words and sentences in script.

8. From objects, sketches and actions visible to the pupils, teach groups of related sentences and drill until pupils can use them.

The following are suggested as topics for those conversational lessons:

1. Objects in schoolroom, buildings and on grounds. Blackboards, erasers, chalk, etc.

2. Tell about work in schoolroom and schoolyard.

3. Tell about games and have games played in the school as a basis for conversation.

4. Tell about things seen on way to and from school.

5. Objects in the home.

Objects in kitchen, dining room, sitting room, bedroom, garden, tools, etc.

6. Mother's duties in home.

Caring for children, cooking, washing, sewing, caring for home, etc.

7. Occupations in community.

8. Raising of rice, sugar cane, pineapples, corn, taro, coffee; fishing, cattle raising, etc.

Occupations of parents and implements used.

Masons

Carpenters

Storekeepers

Shoemakers

Laundrymen

Machinists

Hack drivers

Laborers

Farmers

Road makers

Read and copy selected sentences of stories taught.

(Amount of copying limited at first.)

Recited Memory Verses, such as, Mother Goose Rhymes, Jack and Jill, Jack Horner, One, Two, Buckle My Shoe, etc.

Arbor Day Verses:

Dear Little Tree, H. Y. P.
We Love You Trees, H. Y. P.
Out in the Bright, Bright Sunshine, etc.

Thanksgiving Verses:

What Am I Thankful for?
'Tis not the Feast so Highly Spread.
Now for the Thanksgiving Dinner, etc.

Christmas Verses:

List the Bells are softly Pealing.
Sing a Song of Christmas.
The Whole World is a Christmas Tree, etc.

Memorial Day Exercises.

Politeness:

Children should be taught to use ordinary terms of courtesy: "Good morning," "If you please," "Thank you," etc., and to form habits of politeness at home, at school, on the street, etc.

Impress upon the children that:

"Politeness is to do and say

"The kindest thing in the kindest way."

Oral Work in Literature.

In the first three grades, a series of choice stories should be treated orally by the teachers and regularly reproduced and dramatized by the children. The lessons in this oral story work are given daily and run parallel to the regular exercises in learning to read. The stories are to be taken each term in their order.

STORIES.

FIRST TERM.

1. Five Little Mice.....Ref. Poulson's Finger Play Book.
2. House That Jack Built.....H. Y. P., Oct., 1903.
3. Jack and Jill (rhyme).....H. Y. P., May, 1904.
4. Go Sleep Story.....H. Y. P., June, 1909.
5. Little Red Hen.....H. Y. P., Jan., 1904.
6. The Donkey and the Salt.....Cooke's Nature Myths,
H. Y. P., Jan., 1901.
7. A Thanksgiving Story.....H. Y. P.
8. The First Christmas.

SECOND TERM.

1. The Story of the Three Little Pigs H. Y. P., Nov., 1905.
2. The Crow and the Pitcher H. Y. P., April, 1898.
3. The Monkey and the Crab H. Y. P., April, 1904.
4. Brief Boyhood Stories of Washington and Lincoln.
5. The Boy Who Called Wolf H. Y. P., Jan., 1905.
6. The Town Musicians H. Y. P., Oct., 1906.
7. Kila the Canoe Builder H. Y. P., May, 1905 ;
H. Y. P., March, 1911.
8. Baby Moses H. Y. P., Sept., 1905.

THIRD TERM.

1. Red Riding Hood H. Y. P., May, 1911.
2. Jack and the Bean Stalk H. Y. P., Oct., 1900.
3. The Three Bears H. Y. P., June, 1911.
4. Clytie H. Y. P., Jan., 1904.
5. How the Crickets Brought Good Fortune H. Y. P., April, 1912.
6. Pancake Story H. Y. P., Dec., 1903.

MUSIC.

(Books in the hands of teachers only, and all songs may be taught without instruction in technical music.)

Music, as a schoolroom subject, develops the emotional nature of the child. It should correlate and aid the teacher in almost every other subject.

Treat the song as a story, explaining the words and encouraging the true spirit of the text. Pupils are quick to imitate if the teacher himself is prepared to express and suggest. Whenever appropriate, have the pupils act the songs. Such expression should be a strong factor in language work. Do as much as possible in the spirit of play, and expression will follow freely.

Essentials to be observed in song singing are tone, quality, phrasing, enunciation, pitch and tempo. Special attention always to the tone and encourage the children to use the well modulated voice at all times in speaking as well as in singing.

Rote singing (singing entirely through imitation of the teacher) is the natural method for the first songs. This demands true and accurate expression on the part of the teacher. The following general method is suggested for the teacher in giving a rote song:

I. The story of the song.

1. The words explained and repeated.

II. Singing of the song.

1. By teacher only.
2. At least two times.

III. Learning of the song by pupils.

1. Repeat words of first phrase.
2. Teacher sings first phrase (at least twice).
3. Pupils sing first phrase.

Treat the second phrase in a similar manner and then sing first and second phrases.

Continue in a similar manner with the next phrase, and so on, until the entire song is learned.

Ear training. Children should be taught to listen as good singing depends largely upon the ear.

Encourage individual singing.

Songs from Note. About the second month of school, pupils may begin to learn very simple songs from note. The notes should be taught first by means of hand signs, then from the modulator and then from the board notation. Special attention should be given to the meaning and spirit of the words, enunciation and phrasing.

Consider carefully the range and pitch of primary songs. Keep the range within D, space below, to E, fourth space. Tone quality needs constant attention.

Encourage individual singing.

Pupils should frequently indicate the pulsation of the song by light tapping on the desk or by a circular motion of the hand in the air.

Simple Songs for Little Singers—Anna B. Tucker:

When the Sun Goes Down (action), The Dragon Fly, The Mango Tree, Waltz Song, The Taro, Dance Song, The Lord's Prayer No. 2, The Little Plant, Rice Song, The Busy Bee, Thanksgiving Song, Santa Claus, The Papaia, The Silv'ry Sands, and Hawaii Pono.

From Mrs. Frear's Book:

The Cocoa Palm, Mynah Bird, Centipede, The Crab, Chinese Narcissus, Lizard on the Wall, Thanksgiving Song, Kiawe Tree.

Tonic Sol-Fa, Book I:

The Sea Shell's Whisper, The Little Mouse, A March (action) and One Thing At A Time.

Alys Bentley Primer:

Honk, Honk; The Train (rote), He Prayeth Best, The Fiddle, and other short melodies found in the same book.

Songs of the Child World, Book I—Gaynor & Riley:

The Finger Family, The Bird's Nest, The Land of Nod (rote), The Moon Boat (rote), Christmas Carol, Greeting to the Sun (rote), The Clapping Song (action), Mother's Knives and Forks (action), Let Us All Be Quiet (rote), A Recipe for a Valentine, The Blacksmith (action), The Little Shoemaker, Merry Christmas, We March Like Soldiers (action), The Trees' Friends (Arbor Day), The Birth of the Butterfly (rote), The Butterfly and The Froggies Swimming School (rote).

Child World II:

Good Morning, Daisies, Moon Phases (rote).

Emilie Poulsson's Finger Plays for Grade I.

Small Songs for Small Singers—Neidlinger:

The Chicken, Mr. Duck and Mr. Turkey, Mr. Squirrel and The Rose Bush's Baby.

Primer, Modern Music Series:

Naming the Trees, May Time, Soldiers' Song, The Big Drum (action), Let Us All Be Quiet (rote), A Recipe for a Valentine, Owl.

GRADE II.

HYGIENE AND SANITATION.

A—Matters of Personal Cleanliness.

Washing of face and hands.

Care of nails.

Care of teeth.

Care of sight.

Care of hearing.

B—Daily Inspection.

Emphasis on:

I. Foods.

1. Hungeriness.

2. Digestive usefulness of saliva.

3. What to eat.

4. When to eat.

5. How to eat.

6. How much to eat.

7. Water (use of water during meals).

II. Teeth.

1. Use of teeth.

2. Cleanliness.

III. Sight.

1. Use of eyes.
2. Use of tears.
3. Parts of eye, and uses.
4. Care of ear.

Review All of First Grade Topics.

C—Cleanliness of Books and School Materials.

D—Care of School Yard, Home Yard, Paper on Roads.

E—Pride in Schoolroom.

F—Anatomy.

1. Bones.
2. Muscles.

*G—Sitting Up Straight.
Standing Erect.*

GEOGRAPHY.

Weather chart. Plan of school room and school grounds. Direction of the wind and rain. Temperature. Boundaries of school grounds. Hills, valleys, mountains, islands, capes, bays, studied in nature and modeled. Teach neighborhood industries and occupations.

Outline by Terms.**FIRST TERM.**

Mapping of school room. Islands, hills, valleys, bays, mountains. Wind, rain, heat. Materials used for clothing. House fly in relation to health.

SECOND TERM.

Birds injurious to crops. Occupations of the people in the neighborhood. Teach the common names of the trees in the school yard. Beneficial insects of the neighborhood. Birds seen in the school yard. Government, in its relations to the home, and the school. Modeling of school grounds.

THIRD TERM.

Insects destructive to garden plants. Disease-carrying insects and animals (fly, mosquito, flea, rat). Food-bearing trees of the neighborhood. Transportation in the district. Communication, mail service, telephone. Business centers of district.

ARITHMETIC.

FIRST TERM.

Measures. Teach inch, foot, yard, second, minute, hour, day, week, month, year, gill, pint, quart, gallon, cent, nickel, dime, postage stamps.

Develop Numbers 1 to 50 (with cubes or splints) Addition, Subtraction, Multiplication, Division, emphasizing addition and subtraction. Develop the four operations at a time—that is, in closely succeeding lessons. Require pupils to express on one or more, emphasizing addition and subtraction.

Drill Work. Counting by ones, twos, fours, and fives rapidly to 50. Drill on rapid adding and subtracting in columns. Drill on figures, recognizing and writing, 1 to 50. Drill on the four operations.

Addition in Columns.—16, 24, 13, 12. How many have I? (showing 1 ten and 6 units). You have 1 ten and 6 units, or 16. How many have I? (showing 2 tens and 4 units). You have 2 tens and 4 units, or 24. How many have I? (showing 1 ten and 3 units). You have 1 ten and 3 units, or 13. How many have I? (showing 1 ten and 2 units). You have 1 ten and 2 units, or 12. Now we shall add the units: 2 units, plus 3 units, plus 4 units, plus 6 units, equals 15 units; 15 units equals 1 ten and 5 units. Place the 5 units under the units' column and add the 1 ten; 1 ten plus 1 ten plus 2 tens plus 1 ten equals 5 tens; 5 tens plus 1 ten (which we have to add) equals 6 tens. Our answer is 6 tens and 5 units, or 65.

Subtraction.—27—16: How many have I? (showing 2 tens and 7 units). You have 2 tens and 7 units, or 27. How many have I? (showing 1 ten and 6 units). You have 1 ten and 6 units, or 16. Now we shall subtract: 6 units from 7 units leaves 1 unit; 1 ten from 2 tens leaves 1 ten. Our answer is 1 ten and 1 unit, or 11. 21—16: How many have I? (showing 2 tens and 1 unit). You have 2 tens and 1 unit, or 21. How many have I? (showing 1 ten and 6 units): You have 1 ten and 6 units, or 16. Now we shall subtract: We cannot take 6 units from 1 unit, so we shall take 1 ten from the ten's column, leaving 1 ten. 1 ten equals 10 units; 10 units plus 1 unit equals 11 units; 6 units from 11 units equals 5 units; 1 ten from 1 ten equals 0 ten. Our answer is 0 ten and 5 units, or 5.

Multiplication.— 16×3 : How many have I? (showing 1 ten and 6 units). You have 1 ten and 6 units, or 16. We shall multiply 16 by 3: 3 times 6 units equals 18 units; 18 units equals 1

ten and 8 units; put the 8 units under the unit's column and carry the 1 ten; 3 times 1 ten equals 3 tens; 3 tens plus 1 ten (which we had to add) equals 4 tens. Our answer is 4 tens and 8 units, or 48.

Division. Case 1—(Use splints)—Long Divisions— $3)36($: Arrange before the class 3 bundles of tens and 6 units. Now 3 tens and 6 units make what? The 3 on the left means that we must find how many times 3 is contained in 36. Three into three goes how many times? Yes, once. We put the 1 here, $3)36(1$, then we take this 3 one time and place it under the 3, then draw a line and subtract. We then bring down the 6. Three into 6 goes twice. Yes, put the two next to the one, then we take this 3 two times and place the 6 under the 6 then draw a line and subtract.

$$\begin{array}{r} 3)36(12 \\ \underline{3} \\ 6 \\ \underline{6} \\ 0 \end{array}$$

Case II.—(Use splints)—Long Division. $4)96(24$

$$\begin{array}{r} 8 \\ \underline{} \\ 16 \\ \underline{} \\ 16 \\ \underline{} \\ 0 \end{array}$$

How many have I (show nine tens). You have nine tens. Nine tens or ninety is written this way, 90. (Write on board.) How many have I? You have 6 units (show objects). You have 9 tens and 6 units. Yes, instead of no units, we have 6 units. Our number is now 96. (Write on board.) Now, I am going to divide 96 by 4— $4)96($ (write on the board). Four into 9 goes how many times? Yes, twice. The next thing we do is to multiply our 4 by our 2. Two times four equals how many? Two times four equals eight. We put our 8 here, and then draw a line— $4)96(2$.

$$\begin{array}{r} 8 \\ \underline{} \end{array}$$

The next thing we do is to subtract our eight from our nine. Nine minus eight leaves how many? Nine minus eight leaves one. We put the one under the 8, and bring down the 6. We now divide 16 by 4. Four into 16 goes how many times? Four

into 16 goes 4 times. We put the 4 next to the 2 and then multiply. Four times four equals how many? Four times four equals sixteen. We put the 16 here, draw a line and subtract. Nothing is left and there are no other figures to bring down, so our example is finished. First, divide; second, multiply; third, draw a line; fourth, subtract; fifth, bring down. Have the children go over this several times.

$$\begin{array}{r} 4)96(24 \\ \underline{8} \\ 16 \\ \underline{16} \\ \hline \end{array}$$

Note.—Teach with the use of objects, halves, fourths and thirds.
September.

Measures. Teach yard; minute and hour by the clock. Measure flower beds, school yard, etc. Measure parts of school-room floors, doors, windows, blackboards, etc.

Develop to 30 (with cubes or splints) Addition, Subtraction, Multiplication, Division.

Drill Work. Counting by ones, twos and fives to 30. Rapid adding and subtracting in columns.

October.

Measures. Teach, inch, foot, yard. Teach gill, pint, quart, and gallon.

Develop Numbers to 40 (with cubes and splints) Addition, Subtraction, Multiplication, Division.

Drill Work. Counting by twos, fours and fives to 40. Rapid adding and subtracting.

November.

Measures. Teach second, minute, hour, day, week, month and year.

Develop Numbers to 50 (with cube or splints) Addition, Subtraction, Multiplication, Division, Problems.

Drill Work. Counting by twos and fives to 50.

December.

Measures. Teach cent, nickel, dime, etc. Lessons on clock.

Develop Numbers to 50 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Problems.

Drill Work. Four operations. Rapid addition and subtraction in columns. Counting by ones, twos and fours to 50.

SECOND TERM.

Measures. Extend use of measures learned during first term. Teach yard, foot, gallon, quart, pint, gill, dollar, dime, cent, second, minute, hour, day, week, month and year.

Develop Numbers to 80 (with splints or cubes) Addition, Subtraction, Multiplication, Division. Emphasize multiplication and division. Develop the four operations at a time—that is, in closely succeeding lessons. Require pupils to express one or more, emphasizing multiplication and division. Problems.

Drill Work. Four operations. Rapid adding and subtracting. Counting by threes, fives and sixes to 80.

January.

Measures. Teach inch, foot, yard. Teach gill, pint, quart, gallon. Continue lessons on clock. Multiplication, Division. Emphasize multiplication. Multiplication tables through fives. Work with objects in hand. Write results on paper or board.

Drill Work. Rapid addition and subtraction. Counting by fives and sixes to 60.

February.

Measures. Teach gallon, quart, pint, gill. Teach dollar, dime, cent. Lessons on clock.

Develop Numbers to 70 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Emphasize multiplication and division. Develop multiplication tables, sixes. Work with objects in hand. Write results on paper or board. Problems.

Drill Work. Rapid adding and subtracting. Counting by sixes and sevens to 70.

March.

Measures. Teach second, minute, hour by clock, day, week, month and year.

Develop Numbers to 80 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Emphasize division. Develop multiplication tables through sevens.

THIRD TERM.

Measures. Review measures already learned—pint, quart, gallon, dollar, dime, cent, year, month, week, day, hour, minute, second; lessons on the clock.

Develop Numbers to 100 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Emphasize division.

Develop multiplication tables through tens. Develop the four operations at a time—that is, in closely succeeding lessons. Require pupils to express one or more, emphasizing division. Problems.

Drill Work. Four operations. Rapid adding and subtracting. Counting by eights, nines, tens, to 100.

April.

Measures. Review inch, foot, yard, lessons on clock.

Develop Numbers to 90 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Emphasize division. Develop the multiplication tables through eights.

Drill Work. Counting by eights and nines to 90. Rapid adding and subtracting.

May.

Measures. Develop gallon, quart, pint, gill; lessons on clock.

Develop Numbers to 100 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Emphasize division. Develop multiplication tables through nines.

Drill Work. Counting by nines and tens to 100. Rapid adding and subtracting.

June.

Measures. Review second, minute, hour, day, week, month, and all tables previously learned.

Develop Numbers to 100 (with cubes or splints) Addition, Subtraction, Multiplication, Division. Multiplication tables through tens. Emphasize division. Problems.

Drill Work. Counting by eights, nines and tens to 100. Four operations. Rapid addition and subtraction in columns.

FORMAL LANGUAGE.

Basal Reader:

Golden Treasury Second Reader. (See Teacher's Plan Book.)

1. Drill on correct use of the present, past and progressive forms of verbs in common use.

2. Use of capital letters.

In beginning sentences and in proper names.

The first word in lines of poetry, in direct quotations, in dates, days of the week, months, and in addresses and titles.

Let each child learn to write his name and address.

In all the written work apply the correct usage of capitals and common abbreviations.

3. Continue conversational lessons as in Grade I.

4. Memory selections.

5. List of typical errors. Constant drill on correct forms.

Use of *this* and *that*, *these* and *those*; as this kind of mangoes. that sort of men; these kinds of cloth, those sorts of people.

Correct and *avoid* such expressions as: these kind, those sort, them kind and them boys.

6. The correct use of:

Slowly, quickly, well, as: He is working slowly. Manuel acts quickly. The boys are writing well.

Show the proper use of:

Slow work, good reading, quick action.

Correct and *avoid* such expressions as:

He is running slow. Joseph wrote good. Masa speaks rapid.

7. The use of correct forms of pronouns as:

It is I. The toy is for Alice and me. It was she that came to school. It was they who talked. It is we that are to sing.

Correct such errors as the following:

It was Ah Lim and me. It was you who was speaking.

Drill upon the following:

ate—eight

buy—by

sent—cent

sea—see

knew—new

aunt—ant, etc.

Use in simple sentences.

8. Use of adjectives, as:

I have the larger papaia (two).

Ah Sam is the tallest boy in the school.

9. Correct use of *learn* and *teach*.

Correct use of *off* and *of*.

10. Abbreviations:

Days of week and months of year.

Mr., Mrs., Dr.

11. Use of quotation marks.

Use of comma.

Observe the different marks in the reader.

12. Teach the use of the following verbs in the different tenses:

do

eat

begin

teach

see

go

speak

sit

write—etc.

Ask questions to bring out the use of these words in the different tenses.

Use devices in written work to review these lessons.

STORIES.**FIRST TERM.**

1. Columbus.....H. Y. P., 1905, '06, '07.
2. The First Thanksgiving.
3. Arbor Day Stories.
4. The First Christmas.

SECOND TERM.

1. Stories of Lincoln.
2. Stories of Washington.
3. The Story of St. Valentine.
4. Maui and the Alae Birds.....H. Y. P., April, 1906.

THIRD TERM.

1. Maui and the Sun.....H. Y. P., March, 1906.
2. Memorial Day.
3. Kamehameha.....H. Y. P.

GRADE III.**HYGIENE AND SANITATION.***A—Matters of Personal Cleanliness.*

I. Care of skin.

1. Structure of skin.
2. Bodily heat.
3. Waste materials.
4. Under-clothing.
5. Airing of clothing.

II. Care of hair:

1. Brushing.
2. Washing.

III. Bathing.

1. Frequency.

*B—Effect of Stimulants.**C—Sunshine.**D—Breathing and Pure Air.**E—Sleep.**F—Stomach-ache and other minor ailments.**G—Wounds and their treatment.*

H—Care of School Room.

I—Anatomy.

1. Mouth—alimentary canal.
2. Blood.
3. Feeling.

Refer to Good Health Books I and III of the Gulick Hygiene Series.

GEOGRAPHY.

Study the relations of your district to your Island. Study map of your Island. Physical features. Model land forms. Climate, rain, and wind on windward and lee sides of islands. Water supply. Plant and animal life. Different nationalities. Typical industries. Lines of transportation and communication of the Group. Government officers of each district, and duties. Teach relation of the Group to North America by constant reference. Food—source—transportation.

Reference: Baldwin's Geography in the hands of the teacher.

Outline by Terms.

FIRST TERM.

Temperature; using thermometer. The relation of your Island to the Group. Position of your Island in the Group. Position of Group in the Pacific. Routes of travel between Islands. Landings and harbors of your district. The oceans of the world. Climate of your Island.

SECOND TERM.

Common animals and birds of Hawaii. Nationalities in Hawaiian Islands. Harmless insects about the district. Teach geography of nearest large island. Name homelands of the nationalities of the Islands. Food—source and how obtained.

THIRD TERM.

Names of insects destructive to garden products. Different industries and occupations of your neighborhood. Teach other islands of Group. Markets for the products of your district. Transportation on land. Inter-island steamship lines. Names of steamship lines between Hawaiian Islands and North America. Methods of communication across the ocean.

ARITHMETIC.

Wentworth's New Elementary Arithmetic in the hands of the pupils.

FIRST TERM.

Develop and drill on the multiplication tables. Drill on the four operations daily, or in closely succeeding lessons (limit the divisor and multiplier to one figure). Make the pupils familiar with the terms multiplier, sum, product, etc. Develop to one thousand. Drill on Roman Notation I to X. Develop the Table of Money, Table of Liquid Measure, Table of Time, and Linear Measure. (Drill Daily.)

Develop fractions $1/5$ - $1/9$ in addition and subtraction in very simple form. Rapid Oral Work. Count by twos, threes, etc. Combinations in addition.

New Elementary Arithmetic. Pages 76 to 100.

SECOND TERM.

Continue first term's work. Develop the Table of Dry Measure, Avoirdupois Weight and Miscellaneous Tables. Develop fractions $1/2$ - $1/12$ in the four operations in very simple form. Develop multiplication and division, using two figures for the multiplier and divisor, respectively.

New Elementary Arithmetic. Pages 100 to 141.

THIRD TERM.

Continue the work of the first and second terms. Develop fractions to $1/12$ in the four operations.

New Elementary Arithmetic. Pages 141 to 153.

Note.—The pupils are required at the end of the year to:

1. Know all the tables of denominate numbers as found in Wentworth's New Elementary Arithmetic to page 171.
2. Know all the tables of multiplication.
3. Read and write numbers to a thousand.
4. Work the four processes on numbers to a thousand.
5. Change denominate numbers from one form to another as found in Wentworth's New Elementary Arithmetic to page 171.
6. Add and subtract simple common fractions to $1/12$.
7. Add rapidly columns of figures.
8. Analyze problems found in arithmetic.

FORMAL LANGUAGE.

Basal Reader :

Golden Treasury Third Reader.

Speaking and Writing, Book I in the hands of the teacher.

1. Constant drill on correct forms. Continue drill as in preceding grades.

2. Teach the use of the following verbs in the different tenses :

choose	steal
fly	take
give	wear
get	throw
ride	dig
rise	sing
ring	win, etc.

3. Teach the use of the apostrophe with the possessive singular and plural, as girls' hats.

Give phrases and sentences in dictation for drill work.

4. Abbreviations.

P. M., A. M., P. O., T. H.

5. Letter writing.

Friendly letters—Seek for neatness, accuracy in punctuation, etc.

6. Let pupils write short exercises on board from home geography, stories; apply lessons on capitals, punctuation, and spelling.

7. Teach the proper uses of the following :

rode—road—rowed
sail—sale
weak—week
won—one
etc.

Make use of these words in spelling and written work.

STORIES.**FIRST TERM.**

1. Rikki—Tikki—Tavi—H. Y. P., April and May, 1905, Sept., 1911.
2. Hiawatha—Books for the Bairns, Longfellow's Poems, H. Y. P., Nov., 1899, Nov., 1905, Sept., 1904.

3. Pocahontas—Fifty Famous Stories Retold.
4. Daniel Boone—Pioneer History Stories.
Thanksgiving, Arbor Day and Christmas Stories to be taught
at the proper times.

SECOND TERM.

1. Early Manhood of Washington..H. Y. P.
2. Early Manhood of Lincoln.....H. Y. P.
3. The Holua Race.....H. Y. P., Oct., 1897, Dec.,
1905.

THIRD TERM.

1. Pao.....H. Y. P., Sept., 1910.
2. Rosa Bonheur.....H. Y. P., April, 1909.
3. The Pied Pieper.....H. Y. P., April, 1897,
Nov., 1904.

GRADE IV.

HYGIENE AND SANITATION.

A—Matters of Personal Cleanliness.

B—Ventilation.

1. Breathing.
2. Ventilation of schoolroom.
3. Ventilation of home.

C—Temperance.

1. Food.
2. Drink.
3. Narcotics.
4. Other forms of intemperance.

D—Common Accidents.

1. Cuts and bruises.
2. Splinters, etc.
3. Burns.
4. Broken bones.

E—Anatomy.

1. Lungs.
2. Vocal organs.
3. Limbs.
4. Muscles.
5. General structure of body.

Refer to Good Health, Books I and II of the Gulick Hygiene Series.

Primer of Sanitation, Ritchie.

GEOGRAPHY.

Trade winds. Routes of ocean travel connecting Hawaii with other lands. Cables; canals. County and territorial offices. In connection with the talks on current events, teach the relative position and the names of the grand divisions of land and water and political boundaries. Drill on the map of the world until each pupil is familiar with the names and position of each division. Compare with conditions in Hawaiian Islands.

Use Baldwin's Geography of Hawaiian Islands. Natural Introductory Geography (Redway & Hinman). (In the hands of the pupils.)

Outline by Terms.**FIRST TERM.**

Position of Hawaiian Islands. Routes of travel to Orient, Mexico and Panama. Trip from Honolulu to New York via Panama Canal.

SECOND TERM.

Climate of Hawaiian Islands. Name common plants of Hawaiian Islands. Common plants of torrid zone. Common plants of temperate zone. Common plants of frigid zone. Common animals of Hawaiian Islands. Common animals of the different continents. Life of the people in the Hawaiian Islands compared with that of the people in the temperate zone.

THIRD TERM.

Food products—where and how obtained. Clothing—where and how obtained. Materials used for shelter. Transportation—land and water. Winds. Government of Hawaii and the United States.

ARITHMETIC.

The type form is put on the board by the teacher and explained step by step. Then pupils solve oral and written exercises similar to this type. For home work, pupils are given similar exercises to solve. The home work papers are looked over by the teacher, and pupils who have made errors correct them. The incorrect and correct papers are fastened together and filed with the pupil's other papers to show that his work has been satisfactorily completed.

Drill on multiplication tables, denominate number tables as found in Wentworth New Elementary Arithmetic, and reading numbers to a million. Every day pupils should be tested on tables. Every day give five minutes to rapid adding of columns, e. g., 234 plus 165 plus 315 plus 225 plus 474 equals? Have the pupils count by 2's, 3's, 4's, 5's, 6's, 7's, 8's, 9's, 10's, to 200. By the end of the school year pupils are required to work the four operations on numbers to a million; change denominate numbers from one form to another; add, subtract, multiply, and divide simple decimal and common fractions; make out and foot up bills as found in Wentworth's New Elementary Arithmetic; analyze any type example found in this Arithmetic. Take the simple type first. Use objects for type examples. Use objects whenever necessary.

FIRST TERM.

Drill on multiplication tables and the four operations. Make pupils familiar with the terms multiplier, sum, product, etc., used in arithmetic. Drill on reading and writing large numbers. Have oral work in analytical form whenever possible. Have each number used in a problem properly named as multiplier, divisor, etc. Tables of denominate numbers to be developed and memorized and frequent drills to be given on these. Simple decimal and common fractions in the four operations. Reduction of improper fractions. During this term work the following problems in Wentworth's New Elementary Arithmetic:

Pages 153 to 170.

SECOND TERM.

Continue first term's work. Practice in drawing figures to scale. Bills and cash accounts. Wentworth's New Elementary Arithmetic: Pages 170 to 204.

THIRD TERM.

Pages 204 to 240.

CONCRETE GEOMETRY.

The aim is to give the child the main points on which geometry is based. It is begun in the primary grades in the simplest way as a preparation for the demonstrative geometry which is taught in the advanced grades. Pupils should recognize all of the following figures:

FIRST TERM.

Lines—Straight, curved, double curved, broken, parallel, horizontal, vertical.

Angles—Right, straight, acute, obtuse.

SECOND TERM.

Plane Surfaces—Triangles: right, acute-angled, obtuse-angled, altitude, base; square, rectangle; quadrilateral; parallelogram, diagonal.

THIRD TERM.

Circles—Circle, center, circumference, diameter, radius.

Solids—Sphere, cube.

FORMAL LANGUAGE.

Basal Reader:

Golden Treasury Fourth Reader.

Book: Speaking and Writing, Book I in the hands of the pupils.

1. Continue drill as in preceding grades.
2. Constant drill on correct forms.
3. The writing of short compositions on historical stories, geography, vocational studies, nature work, etc. Special emphasis being placed upon formation of paragraphs and the proper use of capitals, margins, punctuation, etc. Make use of the blackboard for the correcting of errors.

4. Teach the correct use of; *who*, *which*, and *that*, as relative pronouns.

5. The proper use of *in* and *into*.

6. Illustrate the use of the possessive singular and plural of nouns.

7. Drill on the correct use of

ball—bawl

peace—piece

gait—gate

hall—hawl

flea—flee

seen—seine, etc.

Study the meaning of these words and make use of them in sentences.

8. Develop from examples the rules for the forming of the plurals of nouns.

9. Abbreviations:

in., ft., U. S. A., Dr., sec., min., hr. Review previous work.

10. Teach the correct use of; like, unless, long way, somewhat, stay, stop, etc.

11. Teach the use of the following verbs in the different tenses: See, take, lay, come, sit, buy, go, set, steal, do, shake, etc.

12. Review the uses of *there is* and *there are*, *there was*, *there were*.

13. Punctuation.

Observe correct usage.

14. Contractions.

Teach orally.

15. Teach the use of the dictionary.

(a) Note markings.

(b) The interpretation of definitions to fit the context.

16. Corrections of common errors heard on the schoolgrounds, as: ain't; seen for saw; done for did; you was for you were; she don't for she doesn't; no can for cannot; been see for saw; been tell for told; yes, when no is meant.

17. Make a free but informal use of the terms verb, noun and names of parts of speech, without formal definition.

18. Drill on the correct usages of: then; them; their; there; they.

STORIES.

FIRST TERM.

Robinson Crusoe H. Y. P., Oct. to Dec., 1904.

Captain Cook H. Y. P., Sept., 1905, May
and June, 1900.

Kapiolani H. Y. P., May, 1905.

SECOND TERM.

Marco Polo H. Y. P., Sept., 1905.

Washington the Soldier.

Lincoln the Lawyer.

Magellan H. Y. P.

THIRD TERM.

The Lorelei H. Y. P., Oct., 1904.

Captain Kidd H. Y. P., May, 1905.

Kamehameha H. Y. P., May, 1911.

GRADE V.

HYGIENE AND SANITATION.

A—The Blood System.

1. The structure of the heart.
2. The work of the heart.
3. Arteries.
4. Veins.
5. Capillaries.
6. The blood—structure.
7. The blood—work.
8. Relation of blood to health.
9. The sap of plants.
10. Cuts and wounds.

B—How Waste Matter Goes Out.

1. Digestion of food.
2. Excretion—intestines.
3. Excretion—kidneys.
4. Excretion—skin.
5. Excretion—lungs.
6. Drinking water.
7. Clean clothing.

C—Effect of Alcohol and Tobacco.

1. Effect of alcohol on the body.
2. Effect of alcohol on the individual.
3. Effect of alcohol on society.
4. Laws regulating the saloon.
5. History of tobacco.
6. Poisonous nature of tobacco.
7. Effects of the tobacco habit.
8. Other forms of intemperance.
9. Temperance in all things.

*D—Personal Cleanliness.**E—Sanitary Environment.*

1. School room.
2. Out-houses.
3. Home.
4. Street.
5. School building.
6. City and town.

F—Anatomy.

1. Digestive system.
2. Blood system.
3. Skeleton.

G—Avoiding accidents on the road.

Refer to Emergencies, Book II of the Gulick Series, Physiology and Hygiene by Krohn.

GEOGRAPHY.

Natural Introductory Geography and Baldwin's Hawaiian Geography in the hands of the pupils. North America and South America. Study United States as a whole, but do not study sections. North and South America compared with Hawaiian Islands in physical features, climate, industries and people. Collect labels showing origin of common articles of commerce. Drill on map of world.

FIRST TERM.

I. Position of Hawaiian Islands in latitude and longitude.

1. Group.
2. Pacific.
3. World.

Note:—Take up map comparison of land and water area and use of scale of miles.

II. Routes of travel.

1. To North and South America.
 - a. Route to Pacific Coast ports.
 - b. Route to Atlantic Coast ports.
2. Route around world.

Note:—Take a natural trade route.

III. Physical features of North and South America compared with those of Hawaiian Islands.

1. Mountains.
2. Plains and plateaus.
3. Rivers and valleys.
4. Shore lines.
5. The ocean.

IV. Climate of North and South America compared with Hawaiian Islands.

1. Heat.
2. Wind.

3. Moisture.

4. Storms.

Note:—Effect of above on animals and plants.

V. Minerals of North and South America.

SECOND TERM.

I. Life in North America and South America, compared with that of Hawaiian Islands.

1. Vegetable Life.

2. Animal Life.

a. People.

b. Manners and customs.

II. Government.

1. Government of the Hawaiian Islands.

a. County, Territorial, Federal.

2. Government of United States.

III. Industries in North America and South America compared with those of the Hawaiian Islands.

1. Natural.

a. Agriculture.

b. Hunting, fishing.

c. Grazing.

d. Mining.

2. Derived Industries.

a. Manufacturing.

b. Trading and commerce.

THIRD TERM.

I. Means of transportation in North America and South America compared with those in Hawaiian Islands.

1. Lands.

a. Roads.

b. Railroads.

2. Water.

a. Oceans.

b. Rivers and lakes.

c. Canals.

II. Means of communication in North America and South America compared with those in Hawaiian Islands.

1. Mails.

2. Telegraphs and telephones.

3. Wireless.

4. Cables.

III. Study most important cities of North America and South America.

1. Position.
2. Climate.
3. Description.
4. Commercial importance.

Supplementary work in reading, Carpenter's North America and South America and Baldwin's Hawaiian Geography.

References:

The Continents and their People — Chamberlain — North America. Macmillan Co.

Carpenter's Geographical Readers.

Industrial Studies—Allen—United States—Ginn & Co.

ARITHMETIC.

Wentworth & Smith's Complete Arithmetic in the hands of the pupils.

FIRST TERM.

Pages 1 to 54.

SECOND TERM.

Pages 54 to 92.

THIRD TERM.

Pages 92 to 127.

FORMAL LANGUAGE.

Speaking and Writing: Book II (in the hands of the pupils). "Current Events," studied for general information.

1. Continue drill as in preceding grades.
2. Constant drill on correct form.
3. Special application in the daily work of the forms learnt in the lower grades.

4. Emphasize care in spelling, capitals, and punctuation.

5. Business and social letters and forms.

6. Drill upon the correct *uses* of the irregular verbs.

7. Observe correct punctuation.

8. Drill upon homonyms and synonyms.

9. Abbreviations:

Hon., pres., jr., sr., M.D., prof., supt., rep., etc. Extend the work of the previous grades.

10. Correction of errors heard out of school.

11. Continue the exercises in dictionary work.

12. Compositions based on material in "Current Events."

13. Continue use of Golden Treasury Fourth Reader.

STORIES.

FIRST TERM.

1. De Soto.
2. Sir Francis Drake.
3. Morse.
4. Marquette.
5. Fulton.
6. Henry Hudson.

SECOND TERM.

1. George R. Clarke.
2. Fremont.
3. Eli Whitney.
4. Stories of Lincoln and Washington.
5. Magellan.

THIRD TERM.

1. Powell.
2. Champlain.
3. Edison.
4. Kamehameha.
5. Horatius.

Reference Books:

Percy and Price's American History.

Pioneers of the Mississippi Valley.

McMurry's Histories.

GRADE VI.

HYGIENE AND SANITATION.

1. Starch and sugar.
2. Salt and lime.
3. Oxidation of sugar.
4. Cooking.
5. The stomach.
6. The appetite.
7. Grain.
8. Tea and coffee.
9. Drinking water.
10. Tobacco.
11. Common drugs.

12. Structure of the blood.
13. Structure of the heart.
14. Arteries and veins.
15. Bleeding.
16. Breathing machinery.
17. Blood changes in the lungs.
18. The air.
19. Body heat.
20. Sweat glands.
21. The hair.
22. Sensations.
23. Touch and taste.
24. Parts of the eye.
25. Larynx.
26. Uses of bones.
27. Kinds of joints.
28. Kinds of muscles.
29. Inflammation.
30. Mosquito campaign.

Refer to Davison's Health Lessons, Book II; Town and City, Book III of the Gulick Hygiene Series; Physiology and Hygiene by Krohn; Primer of Sanitation, Ritchie.

GEOGRAPHY.

Natural School Geography in the hands of the pupils. Local, territorial and federal officers, how chosen, duties of each. Extend study of North and South America and take up study of Europe. Europe compared with Hawaiian Islands in physical, climatical, industrial, political, and social conditions. Current events. Study map of world for routes of travels. Drainage systems. Geography of countries referred to in the work in history.

For general plan of work refer to Grade V outline, extending comparison of North America and South America to Europe.

Supplementary work by reading Carpenter's Europe. Continue Baldwin's Hawaiian Geography.

Reference:

The Continents and Their People, Europe—Chamberlain. Macmillan Co.

Industrial Studies—Allen—Europe—Ginn & Co.

ARITHMETIC.

Wentworth & Smith's Complete Arithmetic in the hands of the pupils.

FIRST TERM.

Pages 127 to 153.

SECOND TERM.

Pages 153 to 179.

THIRD TERM.

Pages 179 to 214.

HISTORY.

"American History" in the hands of the pupils. Perry and Price, Book I.

The entire book is to be covered in this grade. Special attention should be given to the sections at the end of each chapter, marked for careful study.

First term, pages 1 to 85.

Second term, pages 85 to 165.

Third term, finish the book including Appendices A & B. Appendix C should be studied as a review but only the most important dates need to be memorized as: 1492—1607—1620.

FORMAL LANGUAGE.

Speaking and Writing, Book III.

"Current Events," studied for general information.

1. Continue work as in previous grades.
2. Constant drill on correct forms.
3. Regular and independent use of the dictionary.
4. Composition work, based on geography, history, lives of authors, inventors, material found in "Current Events," etc.
5. Letters to relatives and friends.
6. Correcting incorrect speech.
7. Abbreviations:
C. O. D., D. D., N. B., via, vol., cr. Review earlier abbreviations.
8. Drill exercises in punctuation.
9. Dictation exercises as texts for spelling, capitals and markings.

Literature:

"Hiawatha" read and studied.

Reference Books:

- Myer's General History.
- Guerber's Story of the Thirteen Colonies.
- Hawaii's Young People.
- King of the Golden River—Ruskin.
- Lamb's Tales from Shakespeare.

LANGUAGE.

Kimball's Grammar (in hands of teacher only) to be developed as language work and not as technical grammar. Pages 1 to 47.

FIRST TERM.

September. Declarative Sentences—Subject and Predicate.

October. Simple Subject—Nouns. Classification of Nouns.

November. Verbs.

December. Pronouns.

SECOND TERM.

January. Compound Subject and Compound Predicate.

February. Interrogative Sentences.

March. Adjectives.

THIRD TERM.

April. Adverbs.

May. Prepositions.

June. Interjections and Conjunctions.

GRADE VII.**HISTORY.**

American History, Second Book—Perry & Price, in the hands of the pupils.

The sections entitled "For Careful Study" should be given special attention.

FIRST TERM.

Pages 1 to 108.

SECOND TERM.

Pages 108 to 217.

THIRD TERM.

Finish the book.

In the Appendix, A & D should be studied. B. C. E. & F. are optional. In D only the most important dates need to be learned.

Hawaiian History.

Books in the hands of the teacher.

Reference Books:

1. Old Time Hawaiians—Lawrence.
2. Story of Hawaii—Alexander.
3. A Brief History of the Hawaiian People—Alexander

First Term:

Physical geography of Hawaiian Islands.

Hawaiian People.

Origin and migrations.

Classes.

Land system.

Taxes.

Second Term:

Religion.

Tabu system.

Idols.

Medicine men.

Customs.

Third Term:

Arts and manufactures.

Ancient history.

13th century.

Umi, 16th century.

Kalaniopuu.

Battle of Sand Hills.

HYGIENE AND SANITATION.

1. Fat.
2. Effects of alcohol on system.
3. The alimentary canal.
4. The gastric juice.
5. Mastication.
6. Liver and pancreas.
7. Assimilation of food.
8. Eggs.
9. Fruits and vegetables.
10. Selection of diet.
11. Impurities in water.
12. Nicotine.
13. Quack medicines.
14. Good and bad blood.
15. Action of the heart.
16. Capillaries and lymphatics.
17. Burns.
18. Kidneys.
19. Smelling.
20. Vision.
21. Talking.

22. Skeleton.
23. Structure of joints.
24. Levers.
25. Bacteria.
26. Colds.

Reference Books: Town and City, Book III—Gulick Hygiene Series.

Davison's Health Lessons, Book II.

Physiology and Hygiene—Krohn.

Primer of Sanitation, Ritchie.

GEOGRAPHY.

Natural School Geography in the hands of the pupils.

Extend work of Grade VI. Introductory study of Asia, Africa, and Australia in physical features; political divisions, climate, industries, trade, people, government, routes of travel. Current events. Local, territorial and federal officers. How chosen; duties of each.

For general plan of work refer to Grade V Outline, extending comparison of North America and South America, and Europe to Asia, Africa and Australia. Read Carpenter's Asia. Continue Baldwin's Hawaiian Geography.

References:

The Continents and Their People—Asia;—Chamberlain Macmillan Co.

Industrial Studies—United States—(Ginn & Company).

Carpenter's Geographical Readers.

ARITHMETIC.

Wentworth & Smith's Complete Arithmetic in the hands of the pupils.

FIRST TERM.

Pages 214 to 251.

SECOND TERM.

Pages 251 to 287.

THIRD TERM.

Pages 287 to 327.

GRAMMAR.

Kimball's English Grammar in the hands of the pupils (A. B. Co.).

FIRST TERM.

To page 47, chapter XVII.

SECOND TERM.

To page 85, Chapter XXXI.

THIRD TERM.

To page 123, Chapter XLVIII.

Drill on correct forms, punctuation, irregular verbs, agreement of verbs with their subject.

LITERATURE.

The Building of the Ship.

GRADE VIII.**HISTORY.**

"European Beginnings of American History" in the hands of the pupils. First Term, to page 130; Second Term, pages 130 to 272; Third Term, pages 272 to 391.

Hawaiian History. (Book in hands of the teacher.)

Reference Books:

1. Old Time Hawaiians—Lawrence.
2. Story of Hawaii—Alexander.
3. A Brief History of Hawaiian People—Alexander.

Outline from the discovery by Capt. Cook to the present time.

Arrival of Capt. Cook at Waimea, Kauai, 1778.

Reception by natives.

Second visit.

Worship of Cook by natives as god, Lono.

Quarrels with natives.

Third visit.

Death of Capt. Cook.

Kamehameha's conquests:

Obtains firearms.

Invades Maui.

Conquers all Hawaii.

FIRST TERM.

First visit of Captain Vancouver, 1792.

Brought plants and seeds.

Second visit, 1793.

Brought first cattle.

Attempted to make peace in the Islands.

Third visit, 1794.

Friendly with Kamehameha.

Plan for British protection.

Comparison of Vancouver and Cook.

The sandalwood trade and its effects on the Islands.

SECOND TERM.

Kamehameha II (Liholiho).

Abolition of idolatry and tabu.

American missionaries.

Kaahumanu—Story of.

Rule of Kamehameha III.

Progress.

First constitution.

Land division.

THIRD TERM.

Kamehameha IV.

Queen's Hospital.

Kamehameha V.

Results of reciprocity treaty with United States, 1875.

Queen Liliuokalani.

Proposed annexation.

Republic.

Insurrection of 1895.

Annexation to United States, 1898.

Territorial government, 1900.

HYGIENE AND SANITATION.

1. The sun in relation to life.
2. Relation of plants to animals.
3. Description and kinds of alcohol.
4. The mouth cavity.
5. Cavities of the body.
6. Rules for eating.
7. Work of the liver.
8. Meat.
9. Canned foods.
10. Over and under feeding.

11. Purification of water.
12. Opium, chloral, etc.
13. Poisons.
14. Heart troubles.
15. Functions of the blood.
16. Hemorrhage.
17. Purpose of breathing.
18. Drowning.
19. Methods of ventilation.
20. Fevers.
21. Sewage.
22. Bathing.
23. Habits.
24. Exercise and brain work.
25. Hearing.
26. Defects of the eye.
27. Singing.
28. Broken bones.
29. Sprains and dislocations.
30. Work and exercise.
31. Infectious diseases.
32. Effects of alcohol and tobacco on muscles, blood, circulation, digestion and lungs.
33. Care and prevention of tuberculosis.
34. General review of previous work.

Refer to: The Body and its Defences, Town and City—
Gulick's Hygiene Series.

Davison's Health Lessons, Book II.

Physiology and Hygiene—Krohn.

Primer of Sanitation—Ritchie.

GEOGRAPHY.

Natural School Geography. Extend detailed study of countries. Take up study of United States in detail. Geography of world compared with the geography of the Hawaiian Islands. Model land forms. Climate; industries; trade; routes of travel; people; government officers; centers of influence; model and outline maps; current events. Read Carpenter's Australia and Islands of the Pacific. Review Baldwin's Hawaiian Geography.

References:

Department's outline.

Industrial Studies, United States—Allen (Ginn & Company).

Carpenter's Geographical Readers.

ARITHMETIC.

Wentworth & Smith's Complete Arithmetic in the hands of the pupils.

FIRST TERM.

Pages 327 to 346. And review to page 190.

SECOND TERM.

Pages 359 to 384; 389 to 409. Review pages 191 to 332.

THIRD TERM.

Pages 412 and 413; 415 to 431. A complete review of the book.

GRAMMAR.

Text-book: Kimball's English Grammar in the hands of the pupils. Pages 124 to 264 and a review of the entire book.

FIRST TERM.

Pages 124 to 168. Review pages 1 to 60.

SECOND TERM.

Pages 168 to 210. Review pages 60 to 123.

THIRD TERM.

Pages 210 to end. Review pages 123 to 168.

Special attention should be given to written work. The subjects for composition should be taken from other studies of the grade and from "Current Events."

LITERATURE.

The Great Stone Face.

Vision of Sir Launfal.

Reference Book for Composition: (In the hands of the teacher.)

Swinton's English Composition (the second part of Swinton's English Grammar and Composition).

The first seven chapters and Appendix A.

Special attention should be given to capitalization, punctuation, correct use of words, sentence construction, the paragraph, and the development of a theme.

VOCATIONAL EDUCATION.

The Course of Study in Vocational Education is under preparation by the Department and will be ready for distribution during the school year of 1914-1915.

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